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ABSTRACT

Prepared for teachers of mentally handicapped students, this teacher's guide accompanies the student booklet, "How to Get A Job," and contains suggestions for learning activities and vocabulary development for each subdivision of all four major units in the student booklet: choosing the right kind of work, looking for the job, going on an interview, and starting to work. (BM)

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TEACHER'S MANUAL

to accompany HOW TO GET A JOB

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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THE PRESIDENT'S COMMITTEE ON EMPLOYMENT
OF THE HANDICAPPED
WASHINGTON, D.C.

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CE 013 408

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED

Foreword

I take this opportunity to salute all teachers of special education classes for your dedicated efforts in preparing mentally retarded young people for life and for work.

We have prepared a booklet for them, "How To Get A Job," full of simply-written useful tips on job-hunting.

This Teacher's Manual, I hope, will suggest ways for you to introduce the booklet into your classroom curriculum.

We hope you will find it useful. We hope your students will find hope and courage in their search for employment.

Good luck to you and to them.

Harold Russell

HAROLD RUSSELL
Chairman

Preface

If one travels very often a guide is used who will make available information, point out potential areas of interest, and rather generally act as a liaison between you and an experience. Just so it is hoped that this Teacher's Manual will be a guide or facilitator to enhance the use you and the mentally retarded student will make of the booklet "How to Get a Job—A Handy Guide for Jobseekers."

To be used effectively, the booklet "How to Get a Job—A Handy Guide for Jobseekers" requires considerable guidance and supplementation by the teacher. The form this guidance takes is dependent upon the needs of the various individual mentally retarded students, the class structure, and the particular community you reside in. The teacher is strongly encouraged to depart from the printed material at every opportunity and appropriate occasion.

The teaching suggestions contained in this manual are exactly that—suggestions. Each teacher should modify the teaching approach to best fit the degree of mental retardation of the students, their past educational experiences, their age, as well as structuring the teaching situation in terms of local conditions, opportunities and customs.

A general instruction, which is of particular importance in assisting the mentally retarded individual to find a job is the preparatory study of unfamiliar words before undertaking the actual lesson plan. To assist the teacher we are following the discussion of each section of the booklet with a suggested word list. Again, the emphasis is on the factor that word lists are only suggested, and of course, are open to modification by the teacher.

No present limit is established as to the amount of time required to cover the booklet, "How to Get a Job—A Handy Guide for Jobseekers." It is felt that as the material is presented the teacher can determine from the student's responses how much time should be spent on the various areas, and which areas should be repeated. Therefore, this Teacher's Manual is made available to assist the individual teacher in the educational task at hand, but, the decisions as to how best to proceed are the responsibility of each individual teacher.

1 Choosing the Right Kind of Work

Choosing The Right Kind of Work (Pages 2–3)

TEACHING SUGGESTIONS

1. Encourage students to bring in pictures of various kinds of work from magazines or newspapers.
2. Ask each student to make up a list of all jobs or types of work he can think of. Then put these lists together in class.
3. Students might be encouraged to choose the three jobs or types of work they feel best suit themselves from the master list, and be prepared to discuss their reasons for such choices.

WORDS TO STUDY

work, restaurant, groceries, part time, job, an hour off, weekend, office, gas station, hotel, work at night, factory, farm, department store, full time.

What You Can Do Best (page 4)

TEACHING SUGGESTIONS

1. Each student might make a list of the things he does well. These lists would be very helpful to the teacher in assessing the picture the individual student has of himself.
2. Demonstrate the positive aspects of this section by having individual students explain what is meant by such concepts as being neat and careful. Perhaps classroom discussion can be stimulated with the demonstration of each concept area.

WORDS TO STUDY

best, careful, work alone, well, messenger, bus boy, sorting things, delivery man, putting things together, hand tools, neat, taking things apart.

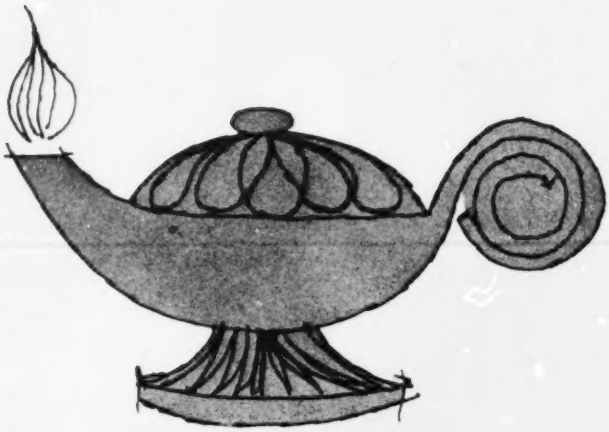
What You Cannot Do Well (page 5)

TEACHING SUGGESTIONS

1. As in the previous section have each student list those areas he feels he cannot do well in. Such lists may be helpful to the teacher or vocational counselor in assessing the student and structuring suggestions based on expressed need.

WORDS TO STUDY

cannot do too well, hear well, sit, stay away, speak too well, taking care of a machine, gardener's helper, not too strong.



How Your School Can Help (page 6)

TEACHING SUGGESTIONS

1. Discuss the parts of your school's curriculum which may fit the world of work. Perhaps ask students to bring in or discuss individually projects they have worked on in the school.
2. Since this section is concerned with after–school jobs, ask the students to assist in making a master list of jobs they have done.
3. Take each job in the list you have compiled in #2 and show other areas of work each item could lead to. In a sense help the students to see that a specific job or task has a tie to many others in the array of types of work.

WORDS TO STUDY

woodworking shop, kick press, homemaking classes, machine tools, sander, bakery.

How Your Family Can Help (page 7)

TEACHING SUGGESTIONS

1. Make a list of the jobs fathers or other family members hold.

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2. Ask various students what sorts of jobs or assigned tasks they have at home and discuss the importance of working within the family.

WORDS TO STUDY

(Repeat words from earlier lessons which still trouble students.)

How Your Teacher Can Help (page 8)

TEACHING SUGGESTIONS

1. Discuss various jobs or tasks you as a teacher can and do assign, and relate these to their connections to various employment areas or kinds of work.

WORDS TO STUDY

duty, strong points, weak points, advice.

Make a List (page 9)

TEACHING SUGGESTIONS

1. In helping the student to make up the suggested list you may wish to review one or more of the previous lists you and the students have compiled.
2. As the suggested individual student's list is indicative of motivation for work an individual conference with each student would be desirable.
3. The list of five "Job Questions" are flexible. You may wish to add or subtract questions for a list more appropriate to your own class.
4. If you are involved in a work-study program with rehabilitation counselors you may wish to discuss this list with the student's rehabilitation counselor. A joint effort between key professionals often avoids later confusion.

WORDS TO STUDY

(Repeat words from earlier lessons which still trouble students.)

2 Looking for the Job

Looking for the Job (page 10)

TEACHING SUGGESTIONS

1. Ask a rehabilitation counselor and/or an employment counselor to speak to the class
2. Ask the students to assist you in charting out a hypothetical job search.
3. Use the action technique of having students act out the various parts of looking for a job. At this point in time the student needs to participate in reality situations.

WORDS TO STUDY

travel, employment form, bus, interview, subway.

Read the Help Wanted Ads (page 11)

TEACHING SUGGESTIONS

1. Ask each student to bring in a "help wanted" section from the paper.
2. Discuss various kinds of jobs and ask the students to find them in the "help wanted" ads.
3. Try each of these techniques in class.
4. The phone company will undoubtedly make available phone books, practice phones, address books, and perhaps other material. Arrange to get this material in sufficient quantity for your whole class.
5. Discuss letter writing and make available several good samples of letters which reply to help wanted ads.
6. Ask the students to prepare their own examples of a "help wanted" ad and based upon the job they are most interested in.

WORDS TO STUDY

help wanted ad, telephone number, address.

Go to the Employment Office (page 12)

TEACHING SUGGESTIONS

1. If you have not visited an employment office arrange a visit for the class, and ask an employment counselor to explain its operation.
2. Set up an employment office in the classroom. Let each student interchangeably be the receptionist, the counselor, and the client.

WORDS TO STUDY

employment office, school report, public, social security card, birth record.

Ask Others To Help (page 13)

TEACHING SUGGESTIONS

1. Discuss and perhaps list the people in one's community one might turn to when seeking employment.

WORDS TO STUDY

friends, school employment office.

3 Going on an Interview

Going on an Interview (page 14)

TEACHING SUGGESTIONS

1. Although you may already have acted out the interview process in class, redo it. Involve the students in discussing "how to do it aspects."
2. Obtain a film (basic or simple level) on the job interview. Check your local employment counselors office for film suggestions.

WORDS TO STUDY

job interview, right clothes, hours of work, papers and records.

Dressing Right (page 15)

TEACHING SUGGESTIONS

1. Bring to the class a variety of pictures from the news media of individuals in various types of clothes.
2. Discuss the appropriateness of each picture and ask students to help place the pictured person in an appropriate interview work setting.
3. Ask the class to assist in setting up a list on how to dress correctly for an interview with a step-by-step method of assessing themselves from the shoes up.
4. Several of the major clothing manufacturers have booklets on how to dress well. Obtain a sufficient supply of these for the class.

WORDS TO STUDY

dressing, clean and pressed, simple daytime dress, clothes, clean and shined, plaid shirt.

Traveling to Work (page 15)

TEACHING SUGGESTIONS

1. Take the class out on a brief trip to see and use local transportation. A call to your local bus company would probably be sufficient to arrange a visit to their offices to practice travel techniques in a bus not in service.
2. You should also be able to obtain copies of schedules from the various local transportation companies.
3. Discuss bus stop signs, street signs, building numbers, etc. Ask the class to make examples.
4. Perhaps using the address book available from the phone company demonstrate the technique of alphabetizing people and firms and their address.

WORDS TO STUDY

travel, bus stop, lobby, call up, street sign, floor, directions, building number, name board, pickup point.

Alway Be On Time (page 16)

TEACHING SUGGESTIONS

1. Be sure each member of the class can tell time accurately, and understands the various phrases used to speak of time (i.e.: a quarter of, 5 minutes to, o'clock sharp, etc.)

WORDS TO STUDY

time, impression, late, early, enough time.

What to Bring With You (pages 16–17)

TEACHING SUGGESTIONS

1. Certain local firms such as insurance men have folders appropriate for the student to keep important items needed on his job search. Attempt to get a donation of inexpensive folders or cases.
2. Help students to list those papers or documents they will use in their job search.
3. Help students prepare a general information card.

WORDS TO STUDY

social security card, school report, draft card, birth record, working papers, driver's license, forms, cards.

Go Alone (page 17)

TEACHING SUGGESTIONS

1. Give interpretive support on the need to present one's self alone for a job interview. Perhaps use job interview demonstration to increase confidence.

WORDS TO STUDY

go alone, stand on your own feet, independent.

4 Starting To Work

Starting to Work (page 18)

TEACHING SUGGESTIONS

1. Act out starting a number of types of job situations in the class or in appropriate areas of your school. As axample, the woodworking shop, the janitor's area, or other places where specific work is performed.
2. Encourage class discussion on what is involved in starting work for there may be many misconceptions and fears that can be handled in the class setting. In this approach work cooperatively with your assigned rehabilitation counselor.

WORDS TO STUDY

starting to work, report for work.

Talking to the Boss (page 19)

TEACHING SUGGESTIONS

1. Use the list of questions in the guide and then ask the class to develop other questions.

WORDS TO STUDY

speak right out, after school.

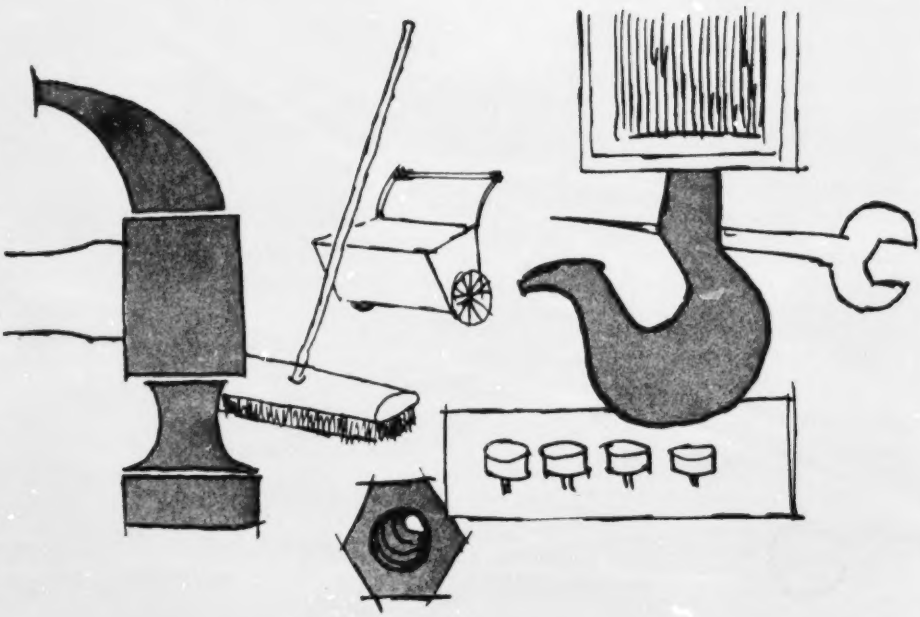
The Job Duties (page 20)

TEACHING SUGGESTIONS

1. Based on previous employment choices of the class members ask each student to make a list of job duties.
2. Discuss the students' lists and help them to see similarities and differences and the reason for them.

WORDS TO STUDY

employment office, office messenger, outside messenger, all over town, clothes for the outdoors, strangers.



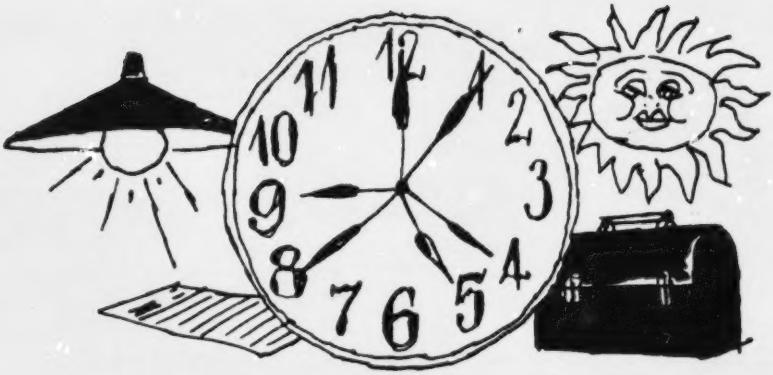
Hours and Pay (page 21)

TEACHING SUGGESTIONS

1. Review knowledge of telling time, and the various phrases used in interpreting time. Perhaps borrow a time clock and use it as a class demonstration as well as a means of telling time.
2. Review basic arithmetical skills as they relate to our money system. Use a "play money" set for experience.
3. Also the whole system of banking, checking accounts and checks can be reviewed with appropriate demonstration material from your local bank.

WORDS TO STUDY

hour, start work, quit work, check, pay, eat lunch, days of work, cash, social security, taxes, taken out.



Your First Week (pages 22–23)

TEACHING SUGGESTIONS

1. Review the material in this section as it is concerned with the beginning of work.
2. Work with the class members keeping a diary of their own work experience on a weekly basis.

WORDS TO STUDY

first w ek, where to report, do the best you can, happy on your job.

Two Checklists

The remainder of the guide "How to Get a Job" is made up of two lists which you as the teacher will find invaluable and can use in many of the individual lesson plans. The list of 100 jobs is not meant to be complete and will offer you and your class a beginning point to move from in discussing the kinds or types of employment the retarded individual may function well within.

The 18 tips (checklist) is an individual test which can be given several times during the coverage of this guide. However, it should again be stressed that the use you make of this checklist or any other part of the guide, as a teacher, is a flexible one based upon your needs as well as the needs of your class.

* * *

The President's Committee on Employment of the Handicapped is vitally interested in your comments as to how the guide "How to Get a Job" and its companion, Teacher's Manual, have been used. We would like to know of your positive comments as well as your negative comments. Therefore after having used this guide we would appreciate your writing to The President's Committee on Employment of the Handicapped, Washington, D.C. 20210, with your comments, ideas, and suggestions.

Our task in serving the mentally retarded is a big one. However, if we can share with one another our experiences the task becomes just a little bit smaller.

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